

REVIEW DIFFERENCE BETWEEN TEACHERS TEACHING STYLE WITH WORK EXPERIENCE

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Abstract

This study examined the relationship between learning styles and academic achievement of high school teachers and Shahinshahr. The study of objective, quantitative data regarding the nature and non-experimental research component of the relationship. The studied population included in Shahinshahr is the first high school teachers. With the benefit of a random sample of 169 teachers (87 female and 82 male) were selected as samples Grasha teaching style and Prashnyg responded to the questionnaire. Results showed that the difference between 10 years and 21 years of history So that a person with 21 years of teaching experience as authoritarian styles, models and expert individuals prefer and has 10 years experience as an attorney or facilitator style they prefer.

Keywords: teaching style. The teacher. Years of service.

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introduction

By the way, in the world has past and today teachers make use of the art, science, experience, faith and love to student their fingers and Minds children and young adults in the process to make precious learning have made of the raw and the education of the man, the scholar, expert, believer into artist.

On the other hand teachers should know in what conditions world revolutionized live thought and action and can be limited to geographical borders do not power the initiative, creativity and skill have a Their activities limited to a few books or pamphlets in Teacher Training centers or during his work with the known world for not complex and changed today requires constant learning and his son time and activity, sensitivity and creativity.

Statement of Problem

Mutual action teaching teacher is widespread and in this interaction is a teacher with planning efforts to the desired change. Like students who have preferential styles of learning are the teachers teaching styles use preferential. A model for teaching design for training in the class or in individual education and used in the selection of materials and lesson educational resources.

Basically teaching as a complex task and responsibility of the traditionally the attention planners has been educational in a way that the last 20 years importance of development skills taught by the association of education confirmed that. (Ahadi et al. 1388)

In fact process of the formation and easy learning program is that of the didactic to the learner during and it will be in the order to two, factors on learning out there that one of them is teaching style.

His teaching style of the instructor and the equipment used during interactions with learners apply. Personality of the instructor determines whether the style used.

Experts also refer to different teaching methods and teaching style. Specific teaching methods of teaching technical process, while teaching styles and teaching strategies show the characteristics of teachers. Methods refers to techniques that employ teachers but style browsing this thread: It features a lecturer at a position, in spite of teaching content that is fixed points (Yazdi 1389).

Teaching methods include individual behavior of their teachers and instructional materials used to pass information to learners. Some of the teachers are aware of the extent of their practical style the advantage according to the audit. Since teachers in specific scientific and technical skills they need to succeed in classroom management, it is necessary to promote a more open way shorter, consider this (Azman 2010).

The internal and external research conducted recently that some of them refer

Chavosh (1388) research has examined the relationship between teachers' teaching styles and learning styles of students of Basic Sciences, Faculty of Medicine, Isfahan University of Medical Sciences conducted. Results his research showed that students preferred styles and teaching styles to be chosen on the basis of workshops held in familiarizing teachers with light-learning.

Haqqani (2011) in a study at the university and to study the country's styles of instruction based on student preference is finally, it is suggested that teachers 'teaching styles on students' preferred style selection the purpose of learning is more discussion of the use of active and cooperative learning methods recommended.

Kolyna and Katrn (2003) reported an awareness of the styles taught at the high school and elementary school physical education teacher is different. And no significant difference between teachers who were taught by teachers who assess their knowledge of different teaching styles and how to use them, there were.

In a study by Payne (2000) using the Kolb learning theory to match the style of teaching and learning effect was achieved in their learning style and teaching style that students who corresponded with students and teachers of the match between them was achieved higher scores.

Long (1993) investigated the teaching styles and learning among students and teachers of nursing to the conclusion that when students' learning styles and teaching styles norms the success rate on the test course and the lesson more than once that there is no such conforming. In addition, students who have teachers teaching style to suit the learning style a more positive attitude toward the teacher and the students' final scores will earn the highest scores represent.

According to the hypothesis under consideration is what was said

Is there a difference between the style of teaching the history of the service?

Research projects

The objective of the study is the fact that the variables of the study, we can not be certain manipulations, descriptive research method (non-beta) is and the relationship between teachers' teaching styles and academic achievement will be discussed, research is descriptive.

Statistical population and statistical sample

The population of the study was first of all high school teachers in the academic year 93-94 Shahinshahr Education in the 292 and of these, 145 women and 142 men are up. The sample of teachers on the basis of the results of Morgan was selected, including 165 teachers are.

Results

Is there a difference between the style of teaching the history of the service?

For this question, the analysis of variance (ANOVA) will be used.

Table 1 shows the results of analysis of variance and style of teaching

significant level	F	Mean square	df	Whole square		
0,001	50.43	57.502	2	115.003	Between groups	Style expert
		1.14	166	189.264	Intragroup	
			168	304.267	Total	
0,001	28.75	52.846	2	105.691	Between groups	facilitator style
		1.838	166	305.086	Intragroup	
			168	410.777	Total	
0,001	40.22	63.776	2	127.551	Between groups	Autocratic style
		1.586	166	263.238	Intragroup	
			168	390.789	Total	
0,001	21.55	37.841	2	75.683	Between groups	Advocacy style

		1.756	166	291.477	Intragroup	
			168	367.16	Total	
0,001	47.53	56.37	2	112.74	Between groups	Individual model style
		1.186	166	196.889	Intragroup	
			168	309.628	Total	

As the above table it is clear from the results of the survey results of between-group differences in the results obtained in different styles at level F (0.001) is significant accordingly, we conclude that in patients with a history of all the different styles.

Tracking test results also suggest that the difference between 10 years and 21 years of precedent and has 10 years experience as an attorney or facilitator style they prefer so that a person with 21 years of teaching experience as authoritarian styles, models and expert individuals prefer.

Resources

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